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ABSTRACT

The 1986-87 report describes the purpose, operation, and accomplishments of the programs of the Utah Schools for the Deaf and the Blind (USDB). The report begins with a review of the Central Administration and Support Services Division of the USDB, and a description of the Utah Project for Deaf-Blind Children and Youth. A section on the Utah School for the Deaf focuses on its: Parent Infant Program; Oral/Aural Ogden Division; Total Communication Ogden Division; Oral/Aural Extension Division; Total Communication Extension Division; Outreach Division; Health Services Department; and Media Library Center. For the Utah School for the Blind, the following services are reviewed: Parent Infant Program; Ogden Division; Autism Program; Deaf-Blind Program; Extension Division; and Teacher Consultant Program. The report concludes with a financial statement and data on the cost-efficiency of the schools. (JDD)

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Annual Report of the Utah Schools for the Deaf and the Blind

1986-87

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A Program Report of the Utah Schools for the Deaf and the Blind 1986-87

Utah State Board of Education
Keith T. Checketts, Chairman
James R. Moss, Chief Executive Officer

Institutional Council
Ronald C. Hanks, Chairman

Utah Schools for the Deaf and the Blind
Thomas S. Bannister, Superintendent

Message from the Chief Executive Officer

The Utah State Board of Education is charged by the State Constitution with responsibility for the administration and general control of the Utah Schools for the Deaf and the Blind. On behalf of the Board and as its chief executive officer, I reaffirm our pride in the Schools' distinguished history and our wholehearted support as they embrace the challenges of the present and the future.

For a century, the Schools for the Deaf and the Blind have played a unique part in educating visually and hearing-impaired youth of Utah and the Intermountain West. These pages describe the purpose, operation, and accomplishments of their many direct and support programs in 1986-87 and identify the many ways in which the Schools are changing and progressing to enhance the quality of these services.

I join members of the Board in saluting the Schools for the Deaf and the Blind as they prepare to broaden their role dictated by the new Master Plan to strengthen direct services to their students, act as a statewide resource for education of the visually and hearing-impaired, and coordinate with our educational system as more and more deaf and blind students are succesfully mainstreamed in Utah's public schools.

James R. Moss
Chief Executive Officer
Utah State Board of Education

Utah State Board of Education

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It is the policy of the Utah State Board of Education and the Utah Schools for the Deaf and the Blind not to discriminate on the basis of sex or handicap in its educational and rehabilitation programs, activities, or employment practices as required by the final regulations implementing Title IX of the 1972 Educational Amendments, Title VI of the Civil Rights Act of 1984 and Section 504 of the Rehabilitation Act of 1973.

Neither does the Board policy advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, handicap or any other condition as required by various state and federal laws. Equal opportunity is afforded priority in all circumstances.

All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing these principles.

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Utah Schools for the Deaf and the Blind

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Message from the Superintendent of the Utah Schools for the Deaf and the Blind

The Utah Schools for the Deaf and the Blind is an agency of the State of Utah with a long and distinguished history. Governed by the Utah State Board of Education, the School for the Deaf was established in 1884, twelve years before Utah attained statehood, and the School for the Blind was established in 1896, the same year that statehood was achieved. These facts, along with reference to the Schools in the Constitution of the State of Utah and in the Enabling Act which achieved statehood for Utah, point out the commitment of the founding fathers of our State to the provision of appropriate educational services to our sensory-impaired citizens.

With such distinguished beginnings, the Utah Schools for the Deaf and the Blind might have felt comfortable in merely maintaining its status quo. Such has not been the case. Long before the idea of least restrictive environment and mainstreaming were given much national attention, the Utah Schools for the Deaf and the Blind had begun extension classes so that sensory-impaired students could interact as much as possible with "normal" children. Long before the rest of the country had taken steps to provide systematic early interventions for sensory-impaired children, the Utah Schools for the Deaf and the Blind was launching its first Parent Infant Program in cooperation with Utah State University. That model which began with the Utah Schools for the Deaf and the Blind has now been replicated by approximately 38 other states and is being considered on an international level.

1986-87 was one of the most distinguished in our history.

An advisory committee of approximately 60 individuals, representing a large array of backgrounds, philosophies, and interests, was formed by the Utah State Board of Education to make recommendations for services to deaf and blind individuals. After spending months in research and discussion, this committee reported back to the Board with a proposed "Master Plan for Educational Services for Students with Hearing and/or Visual Impairments." The State Board of Education, after reviewing the recommendations of the Advisory Committee, enthusiastically endorsed the Master Plan.

It is with pleasure that the Utah Schools for the Deaf and the Blind accepts the expanded role described in the Master Plan to provide not only direct services to deaf and blind children, but to serve as a statewide resource center for school districts and the community-at-large on issues related to the visually-impaired and hearing-impaired. This model will once again set an example for the rest of the nation to consider.

Thomas S. Bannister

The Utah Schools for the Deaf and the Blind

Purpose

The mission of the Utah Schools for the Deaf and the Blind (USDB) is to provide appropriate educational services to visually-impaired and hearing-impaired individuals from birth to age 21 and to serve as a statewide resource on topics related to the visually-impaired and hearing-impaired. It is the goal of the Utah Schools for the Deaf and the Blind to assist sensory impaired individuals to achieve independence and self-sufficiency to the maximum degree possible. This goal is addressed through direct services to the sensory-impaired population and indirectly as a resource to other agencies serving the visually-impaired and hearing-impaired as well as the general populace.

Operations

Direct services are provided to students from birth to age 21 through parent-infant programs serving families of very young children on a statewide basis, residential and/or campus based programs for school age children, and extension classes for school age children located in communities throughout the state and coordinated with public school programs. Technical assistance and consultation are provided to school districts to assist them in programs serving visually-impaired and hearing-impaired individuals. The USDB serves as a statewide resource for agencies serving deaf and/or blind populations by providing captioned films for the deaf and a lending center for the blind. A statewide registry of visually-impaired students is also maintained at USDB.

Accomplishments

Our single most dramatic accomplishment in 1986-87, aside from direct services to sensory-impaired children, was the development of a Master Plan for services to visually-impaired and hearing-impaired individuals. The plan delineates the need for USDB to have an expanded role in providing services to the visually-impaired and hearing-impaired individuals of our state through a much expanded resource center component; a statewide registry of hearing-impaired students; cooperative arrangements with institutions of higher learning to provide teacher-training programs; and greater public awareness/education programs regarding related issues.

Equally exciting is the fact that the Master Plan provides a mechanism for continuous assessment of the provision of services to our sensory-impaired population and a method of periodic review of changes which may need to be made in the delivery of services to the hearing-impaired and visually-impaired population.

Central Administration

Purpose

The Central Administration of the Utah Schools for the Deaf and the Blind (USDB) is composed of the Superintendent's Office with support being provided by the Business Office and the Personnel Office. The purpose of the Central Administration is to delineate long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the Schools' major missions and goals. The Central Administration serves as a resource and support system to the various programs operated by USDB and provides leadership and direction to the agency's programs.

Operations

With a staff of 7.5 employees, the Central Administration is responsible for the overall operation of USDB. Policy decisions and procedures are implemented through this section related to the budget, purchasing, accounts payable, inventory, receiving, personnel actions, employee records, employee benefits, new employee orientation, recruitment for vacant positions, disbursement of statistical information and the direction of all school and residential programs. The Central Administration works closely with other state agencies and governmental bodies to accomplish these functions.

Accomplishments

During 1986-87, reorganization of the supervisory structures as well as increased use of technology has provided for more efficient and effective processing of information and more accurate data. This increased efficiency within the Central Administration has resulted in benefits to the approximately 330 employees of USDB as well as better communications and services to all of those agencies and governmental entities with which USDB interrelates.

Support Services Division

Purpose

The Support Services Division serves all students and staff by providing transportation, maintenance, custodial and food services. These services are an essential part of the Schools' mission of providing comprehensive educational programs for hearing and visually-impaired children throughout the State.

Operations

The majority of student transportation was provided through contracts in three major areas: Ogden, including Weber and northern Davis counties; metropolitan Salt Lake, including Salt Lake and southern Davis counties; and in Utah County. The three contractors were Wasatch Transportation, Inc., in Ogden; Yellow Cab Drivers Association in Salt Lake; and Yellow Cab of Provo in Utah County.

Residential students were transported to nine different destinations from Logan to Orem so that they could spend weekends with their families. This was also a contracted service provided by Yellow Cab Drivers Association. In addition to student transportation, Support Services also coordinates staff in-state travel in cooperation with the maintenance staff who kept the vehicles in excellent repair.

Maintenance and Custodial staff maintained all buildings, grounds and equipment in the best possible state of repair in order to gain the most efficient use thereof.

Food Services provided nutritious, well-balanced and attractive meals. Meals were prepared three times per day, seven days per week during the school year. Meals were served to all hearing-impaired, visually-handicapped, deaf-blind and autistic children enrolled in the residential schools in Ogden. In addition, staff prepared noon meals for day students attending the campus programs.

Accomplishments

- The Support Services Division provided daily transportation to 390 children. Also, 38 children were transported on weekends; 9 students were given passes so they could ride UTA transportation; and 24 children received reimbursement in lieu of transportation.
- The Maintenance and Custodial staff, consisting of 12 people, kept 24 buildings with 264,611 square feet, in excellent repair and cared for 64 acres of State property.
- The Food Services personnel served an average of 213 daily meals. A total of 38,173 meals were served during the school year by five employees.

Utah Project for Deaf-Blind Children and Youth

Purpose

The Manager of Support Services serves as Project Director of the Utah Project for Deaf-Blind Children and Youth whose purpose is to provide a spectrum of non-mandated educational services to children with the dual handicaps of deafness and blindness. The project also provides inservice training to staff providing services to deaf-blind children and coordinates the efforts of service providers around the State.

Operations

The Project, funded in the amount of $109,098, provided direct educational services to 24 severely sensory-impaired children ages birth through four. The children were located in school district programs, in multi-district programs, and in state-operated programs for the handicapped.

Accomplishments

- Twenty-four Individual Education Plans (IEPs) were conducted for deaf-blind children and proper diagnostic and certification procedures were followed. Services were instituted sufficient to carry out each child's IEP. Records of service delivery were kept in each agency as evidence that the IEP's were completed.

Utah School for the Deaf

Parent Infant Program

Purpose

The Parent Infant Program (PIP) is a vital part of the Utah School for the Deaf (USD). PIP extends services through USD into the homes of all identified preschool hearing-impaired children (0-5 years) throughout the State of Utah.

All hearing-impaired children deserve the opportunity to acquire the best language skills possible for them. The ultimate language abilities of the hearing-impaired are dependent on the age at which the impairment is identified. The most crucial of the critical periods for language development is during the first two years of life. Therefore, early detection is of utmost importance.

The program services are based on an early childhood model with home intervention services. The major goals of the program are to make the home a linguistically meaningful environment for the child and assist the parents in working with their handicapped child. The home intervention program consists of:

Home Hearing Aid Program
Home Auditory
Communication
Language

With consistent weekly home visits, a family may complete all phases of the program in eighteen to twenty months.

Parent Advisors are contracted teachers who are able to provide these services to every hearing-impaired child in the State.

Operations

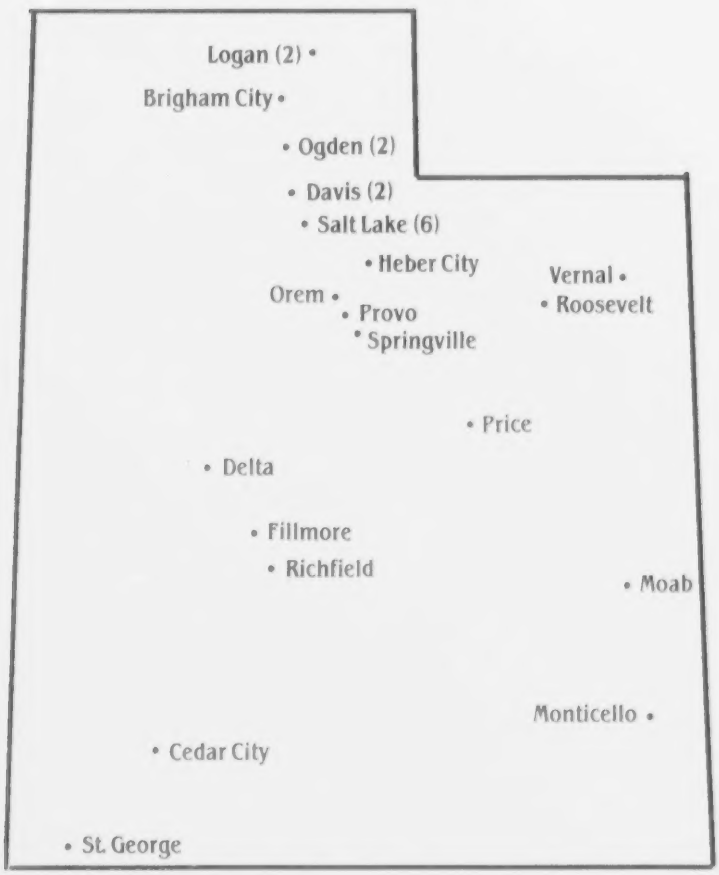
The Parent Infant Program served 146 families in a home-based program. Twenty-five part-time Parent Advisors provided these services. The program was managed by 1 coordinator, 1 half-time supervisor, and 1 full-time secretary. The entire State received services when the children were identified. The program was very cost effective, due to the use of part-time advisors.

Accomplishments

- 438 staffings, to determine individual child program, were conducted.
- Twenty IEP's were attended.
- Thirty newspapers published articles about PIP.
- Three radio programs carried public announcements about PIP.
- Fifty-six presentations were made to civic groups, churches and public schools.
- Three universities, Brigham Young University, University of Utah and Utah State University, requested classes to be taught on services provided to hearing-impaired infants.
- Two five-day inservice programs were conducted for new Parent Advisors.
- Eight faculty meetings were held with all Parent Advisors on the Wasatch Front.
- Parent Group meetings were held one night each week for seven weeks in Provo, Salt Lake, Ogden and Logan.
- Two members of the staff presented papers on "Programming For Hearing-Impaired Children" and "Public Awareness" at regional and national conventions.

Utah School for the Deaf – Statewide Parent Infant Program

(per school district)



Oral/Aural Ogden Division

Purpose

The mission of the Oral/Aural Ogden Division is to provide hearing-impaired children and youth 2½ to 21 years of age with an appropriate educational program that will address their linguistic-speech-auditory needs and abilities in classrooms located in Weber and Logan public school districts.

Operations

Seventy-seven students were enrolled in the Division. At the preschool elementary level, there were 59 students in classes in the Weber School District, and 9 students were housed in classes in the Logan School District. At the junior/high school level, 7 students were housed in the Weber School District and 2 in the Logan School District. These 77 students utilized 11 classrooms in these 2 districts.

In providing appropriate educational services to 59 preschool elementary hearing-impaired children, the Division employed the professional services of 8 teachers for a teacher-ratio of 1:7. In addition, 3 teachers were employed to implement the School's Listening Skills Program which is designed to maximize each student's listening potential so that each might have an opportunity to be completely mainstreamed in neighborhood schools. These 3 instructors had an average case load of 13 students. The teacher-student ratio for the junior/senior high class in the Weber School District was 1:7. The overall teacher-student ratio in the classes in Logan School District was 1:5.

Accomplishments

- Five students were able to enter their neighborhood school and be served by their local school district.
- Two students were graduated from Bonneville High School (Weber School District), and are employed at the present time.
- One student participated in Varsity Football at South Junior High School (Weber School District).
- Parent-Teacher Association was very successful in a major fundraising project for the students.
- Three teachers participated in the A.G. Bell Association convention in Chicago, and conducted a language workshop for teachers in the Weber School District.
- Visitors from Denver, Colorado and Indiana, as well as England, observed the implementation of the School's Listening Skills Program.
- Over 70 copies of the Listening Skills Manual were distributed to programs for the hearing-impaired throughout the United States.
- The Program Coordinator was an active participant in the Northern Utah Curriculum Consortium, as well as, the School's contact person for CLOSE-UP (a study program for students in Washington, D.C.) and Gallaudet University's Stanford Achievement Test study for hearing-impaired students.

Total Communication Ogden Division

Purpose

The mission of the Total Communication Ogden Division is to provide an educational setting and services for those hearing-impaired children and youth 2½ to 21 years of age who either reside in regions of the state where appropriate services are not available or need an environment that will foster their individual needs and abilities.

Operations

Fifty-seven students were enrolled at the Ogden Campus and five others were served by the program at Logan. Twenty of these students attended the Elementary Department, 24 were instructed in Academic-Vocational Department and 13 were either part- or full-time students in the Multihandicapped Department. The 62 students were taught by 14 teachers.

In the Elementary Department, 4 teachers (teacher-student ratio of 1:4) implemented the state Core Curriculum, plus specialized curricular materials in language/speech/listening. The Academic-Vocational Department teachers (ratio of 1:4) provided appropriate course work in selected state core curricular areas (math) with specialized studies in the structure and use of English.

In addition, students in this Department were introduced to career education through class/shop instruction as well as campus on-the-job training and advanced placement at the Weber Area Vocational Center. Three teachers (ratio of 1:4) in the Multihandicapped Department implemented the Utah School for the Deaf Multihandicapped Curriculum which included survival skills, independent living skills and sheltered/semicompetitive work experience. Also, 3 other teachers served the campus students: a full-time listening/communications teacher in the Elementary Department, a computer teacher, and a vocational counselor.

Accomplishments

- Graduation of 7 young deaf people who came to the Ogden Campus from various regions of Utah. Four of these individuals are now employed.
- Various school-based activities such as:
    1. A school newspaper, (The Eagle Scoop).
    2. A writing contest.
    3. A spelling bee sponsored by the local newspaper, (Ogden Standard Examiner).
- The expansion of the computer program to include an additional lab for commercial usage of word processing programs/computers.
- School-sponsored activities for the community, including:
    1. Sign language classes which were taught in the fall and spring.
    2. A sign language bookstore.
    3. Gallaudet University Day.
    3. The Division hosted two "Deaf Awareness Days" for students from Afton High School, (Wyoming).
- The Division participated in extra-curricular activities, such as:
    1. Students in the Academic-Vocational Department were involved in Utah High School Athletic Association activities such as basketball, track and field and cross country.
    2. Students participated in State commercial (typing) and mime activities.
    3. Students in the Multihandicapped Department were involved in a major recreational program that stressed individual sports, namely bowling and swimming.

Total Communication Ogden Division

Residential Program

Purpose

The Residential Program of the Utah School for the Deaf is designed to provide for "home-style" living for those students who either reside in areas too far from the school to make daily attendance a reasonable alternative, and/or, need an environment that will foster their communicative and psycho-social development.

Operation

Twelve students resided in the dormitories of the Utah School for the Deaf. These students came from the following areas: 5, Salt Lake City; 1, Kamas; 1, Filmore; 1, Payson; 1, St. George; 1, Cedar City; 1, Vernal; and 1, Ogden.

The boys' dormitory, Woodbury Hall, housed six boys from the ages of 14 to 20. The girls' dormitory, Driggs Hall, housed six girls from 12 to 20. The staff consisted of 4 full-time and 3 part-time employees.

The 2 dormitories remained open the entire week with the majority of students in residence from Sunday evening to Thursday evening. Students who were unable to go home remained on campus for the weekend. In the Spring of 1987, a new policy was implemented that placed the 4 weekend students in foster homes resulting in a positive change for those four students as well as a savings for the State.

Accomplishments

- The dormitory students and staff organized a number of afternoon and evening social activities: Halloween and Valentine dances; and trips to Salt Lake City for the purpose of visiting the Salt Palace (Golden Eagles and Christmas Program).
- The staff assisted the students in learning to be self-sufficient and independent.
- The staff helped students with their homework, taught them about sports and sportsmanship, and counseled them about personal/family matters.
- Woodbury Hall was used in conjunction with the School's Independent Living Program to teach all seniors how to live independently. Four senior boys participated in this five-week program. The boys utilized the dormitory's specially designed apartment to learn about the "real world" through a simulated program that taught them how to manage money, buy food, cook, maintain an apartment, and meet their personal needs.

Oral/Aural Extension Division

Purpose

The Oral/Aural Extension Division provides an oral option for hearing-impaired children from 2.5 to 21 years of age. A strong emphasis is placed on language, speech and listening skills developed both through individual tutoring and ongoing monitoring/modeling during all academic instruction. Objectives are selected from the Core Curriculum with the overall goal being achievement at grade level. Opportunities are provided for mainstreaming at the level students can succeed. Emphasis is placed on teaching skills and developing self concepts so that hearing-impaired children can reach their fullest potentials, enabling them to compete and contribute in a hearing world.

Operations

The Division served 86 students with 9 additional students entering the program by the end of the year. Ages ranged from 2.5 to 19 years. Students came from 7 different districts around the area. The staff included 16 teachers (1 certified teacher, 5 professional teachers, and 10 senior teachers). Two communications specialists and a listening skills instructor assisted the teachers through tutoring, testing and monitoring record-keeping and goals. Thirteen classrooms were leased from Granite District in six different schools.

Accomplishments

- Forty-five students received reading awards this year. These students read a combined total of over 2,270 books this school year. One student read 383 books.
- One student graduated from Skyline High School (Granite School District).
- Seven students were mainstreamed back into their neighborhood schools.
- One student transferred to the Total Communication Division from the Oral/Aural Division and two students transferred from the Total Communication Division to the Oral/Aural Division.
- Audiology gave 113 audiological evaluations on students in the Oral Department. There were 65 hearing aids repaired in Ogden by the Audiology Department with a minimal cost to parents. The school has 14 loaner hearing aids that were used by 39 students at no cost to parents. Four aids were donated to the school by parents to be used as additional loaners.
- The PTA was able to help purchase 6 hearing aids for 5 students and provided batteries, ear molds and repairs for students that need extra help.
- Tests were given by the Communication Specialists and shared with parents during IEP's. These evaluations were given to the Salt Lake students and also the students in the Outreach Division. In all, they gave:
  - 93 Grammatical Analysis of Elicited Language
  - 73 Tests of Auditory Comprehension
  - 96 student video tapings
  - 15 Tests of Oral Language Development
  - 49 Clarke Speech Intelligibility Tests
  - 16 Peabody Picture Vocabulary Tests
- Twenty-eight students were tutored in listening skills 2-3 times per week by the Communication Specialists and 5 students were tutored in academics 3-4 times per week.
- Sixty students participated in Camp Kostopulos during the summer.
- Ten students from the University of Utah, Deaf Education Program, did part of their student teaching in the Extension Division.
- In-service workshops were conducted for teachers in the areas of reading and pragmatics. There were approximately 130 teachers that participated in these workshops.
- Four Career Ladder projects were submitted to the Career Ladder Committee:
  - Reading
  - Science Curriculum
  - Preschool Checklist
  - Language Checklist

Special Awards and Recognition

- A student designed the picture for the T-shirts at Churchill Jr. High (Granite School District). He also received an award for being on the school wrestling team.
- One of our students attended Close-Up at Washington, D.C. and was honored for outstanding academic achievement at Skyline High. He also received first place for short stories at the Annual A.G. Bell awards program.
- One of our students was awarded a plaque for being on the honor roll at Churchill Junior High for four terms. He had to maintain above a 3.5 GPA in order to qualify.
- One of our teachers wrote an article that was published in the Volta Review.
- One of our teachers submitted an article for possible publication in the Volta Review.

Total Communication Extension Division

Purpose

The Total Communication Extension Division provides day services to students in Salt Lake and Utah County areas utilizing a total communication approach in educating hearing-impaired children. The total communication philosophy incorporates speech, auditory training, speech reading, written communication, sign language plus whatever means necessary for educating our students. Students served range in age from 2.5 through 21 years of age.Their handicapping conditions range from hearing impairment to additional handicaps such as: deaf/blindness, attention deficit disorders, learning disabled, physically disabled, and intellectually handicapped.

Operations

The Total Communication Division served 77 students in the Salt Lake area and 13 students in Utah County. Students were housed in classes within the Granite, Provo, and Alpine School Districts. There were 13 classrooms utilized in Granite, 2 classrooms in Alpine, and 1 classroom in Provo.

The Salt Lake area was served by 14 teachers and 2 communications specialists. The Utah County students were served by 2.5 teachers and a .5 listening skills specialist. Other support personnel included 9 part-time interpreters and 3 part-time aides. One program coordiantor served these programs located along the metropolitan area of the Wasatch Front.

The Total Communication Extension Division operated an Extended School Year Program during the summer months. It was operated in two sessions. The first session served 9 severely multihandicapped students who required extensive services in order to avoid regression in the social, academic, and physical areas. The second session served an additional 11 students who needed remediation to a less extensive degree. These 11 students required the services of teaching personnel as well as a physical/occupational therapist.

Accomplishments

- Mandated programming for 90 students which included Individual Educational Planning, transportation, interpreting services for mainstreamable students, etc.
- Students participated in lobbying efforts for statewide relay service.
- Students participated in an academic incentive program at all Utah Jazz home games.
- Thirty-two students were mainstreamed part-time in both the Salt Lake and Utah County areas.
- Support staff cooperated with Park City, South Sanpete, and Emery school districts in providing assessments in the speech and language areas for students.
- Teachers participated in the following workshops:
    1. Precision Teaching-conducted by the Utah Learning Resource Center.
    2. Language-conducted by Gallaudet, Schools of the Future.
    3. Direct Instruction-conducted by the Utah State Office of Education.
- Sign language instruction was given in area public schools by Utah School for the Deaf staff.
- The Utah School for the Deaf was represented at the Conference of American Instructors of the Deaf in Santa Fe, New Mexico.

Outreach Division

Purpose

The Outreach Division provides direct educational services to hearing-impaired children to age 21. The Outreach Division maintains extension classes housed in local district schools in order to provide a community-based program. Students within the Division require extensive and unique educational programming which was determined to be unavailable or inadequate within the local district. The Outreach Division provided cost-effective and appropriate placement to 61 of these low-incidence hearing-impaired students.

The main focus of the educational program is the development of language and communication through an aural (listening development) approach. This emphasis starts at the preschool level where students not only participate in classroom auditory skills development activities, but may also receive individualized instruction. For children experiencing difficulty in aural programming, a more visual approach is provided. This approach involves speech reading and in some cases a very structured language approach or cued speech.

Operations

The Outreach Division operated classrooms located in Orem, Provo, Mapleton, Delta, Richfield, Moab, and St. George. Sixty-one students were served by 7.5 teachers in Utah County, 1 teacher each in Millard, Sevier, Grand, and Washington counties. One speech and listening skills specialist served primarily the Utah County area. One Program Coordinator supervised this geographical area.

Accomplishments

- Seven students were mainstreamed full-time into their neighborhood schools.
- Two students graduated from Timpview High School (Provo School District) and 1 from Pleasant Grove High School (Alpine School District).
- Two students attended "Close-Up" in Washington, D.C.
- Two faculty members attended a special language development conference in Boston.
- A staff member was invited to present at the World Conference on Education of the Hearing-Impaired.
- One student was elected 7th grade secretary of her junior high school.
- Two students were selected for Stars drill team and performed at the L.A. Rams half-time.
- One high school student was elected to National Honor Society.
- One student received a Utah Chapter of Alexander Graham Bell Association award.
- Staff attended numerous workshops including: direct instruction, precision teaching, and reading.
- Staff provided consultation and conducted diagnostic testing as a service to the following districts: Washington, Iron, Grand, Emery, Carbon, Juab, Sevier, Millard, Nebo, Provo, and Alpine.

Health Services Department

Infirmary Section

Purpose

The Infirmary Section coordinates, supervises and provides health services to deaf, deaf-blind, blind, and autistic students 24 hours a day, 7 days a week. It also provides nursing care for first aid treatment; assesses and treats illness; sets up and supervises the dispensing of medications; performs prescribed treatments; supervises special diets; enforces immunization laws; conducts the fluoride program; performs physical assessment screening for visual acuity, scoliosis, blood pressure, growth patterns, and dental needs; transports students to hospitals, clinics, doctor's offices and emergency medical appointments; assists in audiological and ophthalmological procedures; monitors and assists in care of students with special disabilities; arranges, teaches, and conducts assemblies, workshops, classes and programs on health and safety for students, faculty, dormitory counselors and parents; provides limited health services to extension classes; attends IEP conferences, staffings and faculty meetings; maintains student medical records and policies; purchases medical supplies; correlates health care with the school physician; and supervises part-time R.N.s and nursing students in clinical experiences from Weber State College.

Operations

These health services are provided more in depth to students in residential settings and Ogden Campus schools, with more limited services provided to extension classes in the intermountain area. These services are provided by one full-time registered nurse, and one part-time registered nurse.

Accomplishments

- Number of students served: 668
- Number of times health services were rendered by staff: 14,370
- Number of students receiving physical assessment screening with follow-up: 634

Audiology Section

Purpose

The Audiology Section provides audiological services on a full-time basis to all hearing-impaired students in the Schools for the Deaf and the Blind Programs in all locations. This includes audiometric diagnostic testing, hearing aid evaluations and prescriptions, recommendations for preventative and therapeutic services, parent counseling, in-service training of staff, agency referrals, school orientations and locating, identifying, and evaluation of hearing-impaired children on a statewide basis. Home visits and state trips are made for the purpose of school admissions for new students. University students in audiology are trained by this department.

Operations

During the 1986-87 school year, all 380 USD students statewide were evaluated audiologically at least one time; 162 USB students were screened for hearing problems, and follow-up procedures were completed.

The Audiology Section provides a hearing aid maintenance and repair service for Utah School for the Deaf loaner hearing aids, and auditory training equipment. The loaner bank currently has 490 hearing aids on inventory. In addition, many student hearing aids are repaired as needed.

Accomplishments

- During this period the Mobile Testing Clinic, which was donated by the Utah Elk's Association, made 17 trips throughout the state evaluating children in outlying communities. On these trips, 508 individuals were evaluated including USD class students, referrals from local school districts, and adults from the communities visited.

Psychology Section

Purpose

Functions performed by psychologists include individual evaluations of students, of which a high percentage are multihandicapped. Classroom observation and teacher consultation, consultation with parents, teachers, students, administrators and dormitory personnel were ongoing. Conducting parenting sessions, and assisting in parent advisor training was done for the Parent Infant Program sponsored by USDB, as was assistance in the training of teacher consultants for the USB Outreach Program. Cooperating with academic and special services staffs to develop appropriate IEPs and school programs was done as requested.

Operations

During the school year, a total of 90 in-depth evaluations were completed on deaf, blind, and PIP students by 2 staff psychologists. This included teacher de-briefing and parent meetings (including several IEPs). Thirty-two Parent Infant Program sessions were conducted throughout the State. Four workshops were held for children in the USDB programs. Home visits were made by Parent Infant Program advisors. Teacher inservice and teacher consultation were ongoing throughout the school year.

One of the psychologists served as the foster care placement coordinator. There were a total of 12 USD students placed in foster homes. Appropriate home visits, counseling, and contractual arrangements were completed during the year.

Accomplishments

- Provided a representative to the Utah Learning Resource Center.
- Conducted training programs for teachers on drug and alcohol prevention.

Media Library Center

Purpose

Media Services at the Utah School for the Deaf offer direction and assistance in planning, selecting, and providing instructional media suitable for the hearing impaired. Since students with significant hearing losses learn primarily by sight, collection development in special formats such as captioned films, non-verbal films, captioned video, captioned filmstrips, high interest/low vocabulary material, and signed English children's books is essential. Because of their language handicap, hearing-impaired students frequently become reluctant readers. Through our media services, students are provided with books that are readable for them, meet their interest/maturity level, and contain visuals that reinforce the text.

Operations

Media services are available through two resource centers. One center is housed on the campus of the Utah School for the Deaf in Ogden, and the other center is located at the Salt Lake Extension Office. In addition to the students located in Ogden and Salt Lake, we provide service to Outreach students located in Logan, Provo, Richfield, Delta, Springville, Moab, Orem, and St. George as well as parents and infants served by the Parent Infant Programs in various locations throughout the State.

We have seen growth in our services to the students and an increase in the number of materials being circulated. One area in particular that has shown an increase is the use of materials that deal with hearing and the hearing-impaired. These materials have been used in classes outside our school to help students become aware of and understand this handicap.

We feel that the quality of media services provided to all students, staff and patrons of the Utah School for the Deaf has improved and the goals outlined for 1986-87 have for the most part been achieved.

Accomplishments

- The biggest change for us this year was having the Salt Lake Extension Media Center move into larger quarters, making it possible to expand the collection used by the Outreach classes and the classes in Salt Lake. A number of duplicate materials, as well as, professional and children's books were transferred from Ogden to the new center. New shelving was added to the center in Ogden making more space available there also.
- High interest/low vocabulary books, primarily for young adults, were purchased and small collections of these books were sent to classrooms in Richfield, St. George, Orem and Salt Lake. Teachers report that the collections have been well used and students have shown increased enthusiasm for reading. We were unable to expand our Outreach collection as much as anticipated because our classes were moved into smaller portable units and there was insufficient space for a small library beyond the classroom collections already being used. However, with increased delivery service to the Provo-Orem area and with monthly visits to the classroom by the Salt Lake Media Specialist, we were able to provide adequate library service.
- This was the second year for updating our filmstrip collection and State Library funds were used to purchase captioned filmstrips in the area of science and literature. Duplicate filmstrips were sent to the Salt Lake Extension library.
- Students attending classes on the Ogden campus made regularly scheduled visits to the library for the purpose of checking out books and to use the library as a resource center. In an effort to encourage reading, several different types of programs were used. These included reading contests in which the children received small stickers or cutouts for reading a book, which they then placed on a special bulletin board.

  Captioned films of stories were also shown to classes and at lunch time. The featured reading program this year was Fairy Tales. During this time the children had opportunities to learn about the origin of fairy tales and to sample the many tales available, in books, filmstrips, and captioned films. During Children's Book Week, an open house was held featuring a deaf storyteller. Paperback books and back issues of periodicals were provided to the dormitories to encourage recreational reading.
- The inter-library loan system between centers was streamlined through the use of special media bags which kept all media material going to a specific destination together, thus eliminating lost items and misdirected ones. Regular delivery service between Ogden, Salt Lake and Outreach classes has improved this year and has made materials, especially from the Ogden center, more accessible.

Utah School for the Blind

Parent Infant Program

Purpose

The Utah School for the Blind (USB) Parent Infant Program serves sensory-impaired infants and young children, birth through six years of age. These children may be visually-impaired, blind, deaf-blind, or multi-handicapped with a visual disorder.

The children and families are served on a weekly basis during a one-hour visit in their home, eleven months of the year. The USB Parent Advisor assists the family in understanding and accepting the child's disorder, teaches the family, and models how to stimulate and work with the child.

After referral to the program, the child is assessed and an IEP plan is written. The basic assessment and curriculum tools used by the program are "Vision-Up" (now "Growing-Up") and the "Insite" curriculum. However, these are supplemented by many other sources, i.e., HELP Activity Guide, Barraga's "Program to Develop Visual Functioning," etc. This has been compiled in a reference text by the PIP Coordinator.

The Parent Advisors reflect a broad background of expertise and knowledge. Many are educators, some with certificates in special education working with the blind, the hearing-impaired and the language disordered. Others reflect backgrounds in early childhood education, social work and medical fields such as nursing. Most are parents themselves. The single component that brings them together is their great commitment and love for young children and their families.

Operations

The program is coordinated by an Infant Development Nurse. Twenty-seven parent advisors provide service throughout the state in both urban and rural areas. There were 225 infants and young children served.

A Resource Lending Center at USB was available to parent advisors and the families they serve. The Lending Center contains a number of excellent parent reference materials along with adaptive equipment, media, and educational toys.

The Parent Advisors received specific training through workshops and inservice training. Consultive and ancillary staff included: audiologists, a media specialist, occupational and physical therapists, and ophthalmologist, optometrist, an orientation and mobility specialist, a psychologist, a speech pathologist, a vision skills specialist, and multihandicapped and severely multihandicapped specialists.

Accomplishments

- The Parent Advisors assisted families and school districts in strictly adhering to PL 94-142 to insure appropriate school placement in the least restrictive environment. USB preschool, developmental preschools, school district programs or USB day or residential programs were the options for school placement.
- The Parent Infant Program, in providing early intervention for visually-impaired infants and young children, was proclaimed as a very helpful and worthwhile program by families and teachers. The real strength of the program, declared by parents, was the emotional and program support they receive to cope and deal with parenting a handicapped child.

Ogden Division

Purpose

The Utah School for the Blind (USB), Ogden Division serves visually-handicapped and blind children from age three in the preschool to age 21 at the secondary level. Multihandicapped or severely multihandicapped students may also be served if their primary difficulty is vision loss. Part-time placement at a local elementary, junior or senior high is available for students who are preparing to mainstream. The philosophy of the school leads the academic student toward placement in the neighborhood school when the student has developed sufficient basic skills to begin the integration process. Multihandicapped children may remain in this placement until such time as vision stimulation has been sufficiently addressed and the child can benefit from another program or until they are prepared through prevocational classes to enter a vocational program.

Students attending the Ogden campus may come from any of Utah's forty local districts or neighboring states. The campus includes a residential component which allows students, whose own districts do not have sufficient numbers to provide a vision program of their own, the opportunity to be involved in a total vision program. Local area students who require concentrated instruction in braille, orientation and mobility, daily living skills, etc. may also attend in order to receive this specialized instruction. Such a center-based program provides students with a sound foundation on which to build when they are mainstreamed.

Operations

The Ogden Division's October enrollment was 54 students with a high point of 58 in February. With turnover during the year, the school served a total of 62 students. The staff consisted of 10 teachers, 3 specialists, 1 program coordinator and 1 secretary. The program coordinator also supervised the dormitory coordinator and the Autism Program leadership. The dormitory served 21 students in October with the high point of 24 in February. The total number of students served was 33 students. The dormitory was staffed with 9.5 counselors and 1 supervisor.

During this school year the itinerant teachers in the public schools have begun sending braille and large print texts, that were not in use, to the Utah School for the Blind for inventory and housing in order to better use American Printing House funds and to assure that students have the texts that they need. In addition the USB Lending Center sent materials throughout the state to students, parents, and school districts. Materials distributed included closed circuit televisions, braille writers, and developmental toys.

In addition to the regular nine-month school year, students who were severely multihandicapped were served in their homes during the summer for six weeks. The goal was to assist the student to maintain their level of functioning without regression.

Accomplishments

- During the spring, each child's IEP was reviewed and written for the 1987-88 school year. School district representatives and parents attended the meetings and, together with the USB staff, developed the most appropriate program possible. Approximately 75 IEP meetings were held throughout the year. Thirteen students moved into the mainstream, out of state, or to other appropriate programs.
- During the school year, students' programs were enriched by taking part in several field trips sponsored both through the classroom and the dormitory.
- The Ogden area community and PTA were involved in the building of a new daily living center in the classroom building which greatly enhances the ability to teach students daily living skills.
- Students from 2 elementary classes attended the neighborhood schol part time to prepare them to be mainstreamed full time.

Autism Program

Purpose

The Autism Program is an intensive, short-term, five-day-per-week residential program. It serves autistic children through ages 21 with severe behavior problems. Children requiring a highly structured, restrictive, twenty-four-hour program within a residential setting may be placed through the IEP placement process. School districts may refer very difficult-to-manage autistic children to the program by contacting the Intake/Placement Specialist or the Program Coordinator of the Utah School for the Blind. Admission to the program is accomplished through a cooperative effort including the parents, local education agency (LEA) personnel, and the Autism Program staff. An admissions committee comprised of the School for the Blind Program Coordinator, Dormitory Coordinator, the Autism Program Intake/Placement Specialist, and a State Office of Education staff member reviews applicants for admission.

In the IEP the primary emphasis is placed on behavioral improvements required to place the child back in the home or a less restrictive residential and educational setting. Twenty-four-hour programming makes possible goal areas including living skills, language, leisure skills, community-based activities, family training, and social and attending skills.

The Autism Program provides a unique service to the State of Utah. It is the only program in the state offering a 24-hour uniform behavioral treatment under one administration. This allows for an extremely high degree of consistency yielding rapid behavior change and modification of very difficult-to-change behaviors. A staff-to-child ratio of 1 to 2 enhances the chance of positively impacting the children served. For parents of these very difficult-to-manage children, the Autism Program represents an alternative to institutionalization, a very real possibility for remediation of destructive, aggressive, and hyperactive behaviors and movement toward independence.

The program focus on follow-through after transition from its intensive treatment approach increases the chances of success for the child, the family and the receiving school.

Operations

Beginning in October, 12 students were enrolled with a low point of 9 students in June. The Autism Program served 14 children from Wasatch Front districts, as well as Sevier, Cache County, and Washington County school districts. Students are served not only during the regular school year but are involved in a summer program (center-based) for six weeks.

At full capacity, staffing of 1 Teacher/Staff Supervisor, 1 Language Therapist, Intake/Placement Specialist,and 5 Aides provide intensive programming for 10 severely behavior disordered autistic children during the school day. After school, 1 Dormitory Coordinator, 1 Lead Dormitory Counselor and 3 Dormitory Counselors continue the same level of behavioral and habilitative programming.

Accomplishments

- The professional staff have assisted school districts with the placement and transition of students returning to their programs. This has required many hours of effort, but has resulted in a high success ratio. In addition, the staff has consulted with LEA, teachers, coordinators and parents to provide follow up service. The staff presented workshops on child development to parent groups and other professional staff.
- One teacher has received training in the "Teaching Research Satellite" and began implementation in our program. As space allows, others will also receive this training in order to more fully incorporate into the entire program.
- Family training and home visits have been given by staff in order to increase the child's success in the home setting. Families are also included in a genetic study of Autism in conjunction with the University of Utah.

Deaf-Blind Program

Purpose

The Deaf-Blind Program provides curriculum and support to the classroom teacher, parents and dormitory program as reinforcement for the student in the classroom.

Operations

The Deaf-Blind Specialist certifies that the children are deaf-blind and assesses their needs. The Specialist provides curriculum materials and assists in the use of the materials. The Specialist regularly visits the classrooms in the areas where deaf-blind children are located. During this year, the following areas were served: Logan, 1 school and 1 student; Salt Lake, 4 schools and 12 students; Orem, 1 school and 1 student; Ogden, 2 schools and 8 students.

Accomplishments

- Certified as deaf-blind 7 students.
- Recertified as deaf-blind 4 students.
- Compiled manual for teachers of students who were deaf-blind and/or severely multihandicapped.
- Provided diagnostic assessment and compiled reports for 11 children.
- Presented workshops and inservice training as well as consultation to staff and school district personnel.

Extension Division

Purpose

The Salt Lake/Orem Extension Division of the Utah School for the Blind was designed for students who needed concentrated instruction not only in academia and prevocational training but in skill development, specific to the visually-handicapped and blind. The center-based concept provides for the students' needs while at the same time allowing them to remain in their home, where they may receive the support of the family association. Students ranging from three years of age in the preschool up to those in the sixth grade are served along with the severely multihandicapped and deaf-blind. Students who are beyond the sixth grade level and in need of a prevocational program are also involved. Daily transportation to and from school throughout the Salt Lake Valley helps to meet the needs of many children. The special training specific to the needs of these visually-impaired and blind students may include orientation and mobility, occupational or physical therapy, and speech therapy. There are 11 classes in the Granite District and 2 in Alpine District.

Operations

The Division served 85 students in October and reached a high point of 85 in October through December. With the turnover during the year, the total number of students served during the year was 96. There were 16 instructors and 2 specialists serving the students supported by a program coordinator and a secretary. In addition to the regular nine month school program, severely multihandicapped students receive six weeks of in-home service during the summer months to assist them in maintaining functional skill levels.

Accomplishments

- Approximately 96 IEP's were held for students during the annual review and for new and existing students. School district representatives were involved, along with parents, in developing appropriate programs for the students.
- Special attention was brought to the school this year when one of our veteran teachers was featured on a local television news report, "People You Can Depend On." She was highlighted for her service to visually-handicapped children. Students from East Millcreek (Granite School District) won places in the statewide "Reflections" contest sponsored by the P.T.A. Throughout the year, students were participants in many activities which enriched their educational experiences. Among these activities were the Special Arts Festival for the Handicapped, a Christmas decorating party sponsored by the Zions Bank, Holladay Branch, as well as various field trips throughout the valley. Of the students who participated in the Stanford Achievement Test, three students scored extremely high and were placed well above their grade level.
- We continue to be the recipient of monetary gifts from families and interested parties. In the past, they have donated such items as computers and software, and a copier that enlarges print for student use.

Teacher Consultant Program

Purpose

The Teacher Consultant Program is a support service provided to districts serving visually-impaired (VI) students. The service is to provide consultant assistance for staff and classroom teachers in understanding the child's eye disorder and its effects on learning and how to make appropriate adaptations to meet the needs of the VI student.

The Teacher Consultant works with the VI student on a limited individual basis as determined by need. The Teacher Consultant addresses and works with the student on areas of learning not usually provided in mainstream classes i.e., appropriate social skills, self-help skills, vision training and usage, orientation and mobility skills, adaptive equipment usage, listening skills, handwriting, braille, etc.

The Teacher Consultant assists district programs in implementing a vision usage component to center-based schools or self-contained classes for multi-handicapped and severely multihandicapped, visually impaired students. Vision stimulation equipment contributes greatly to the learning of vision usage.

Materials and equipment necessary for VI adaptations are loaned to districts on a short-term basis through the Utah School for the Blind (USB) Lending Center. Adapted classroom texts, either large print or braille, as available, are provided to VI students through the American Printing House federal monies quota account or private sources as warranted.

Operations

The Teacher Consultant Program served 109 VI students; 10 Teacher Consultants were contracted to provide cross district service to 18 school districts, mainly in the rural areas of the State. As no formal VI endorsement programs are presently available, USB through inservice and training workshops specially trains the teacher consultants, who are certified elementary, secondary, or special education teachers, to consult and work with visually impaired students. Also two itinerant teachers were in the VI training program but employed directly by the school districts (Ogden and Weber).

The Coordinator of the Teacher Consultant Program visited each area on-site twice yearly and supervised the teacher consultants and made recommendations for the VI students in the schools.

Accomplishments

- The need for appropriate adaptive materials and equipment brought about the writing of a proposal and the grant award of $40,000 of F-16 State monies. The USB Lending Center has increased the volume of materials and equipment available on a loan basis to the various VI programs throughout the State.
- A proposal for donated monies instigated the award of $10,000 to USB by the Eccles Foundation. The monies were discretionary for medical eye exams and prescribed lenses as well as the purchase of equipment specifically used to promote vision stimulation and usage.
- The Teacher Consultant Program has assisted school districts in providing appropriate and least restrictive education for VI students. The students lived at home and for the most part attended their neighborhood school.

Utah Schools for the Deaf and the Blind

Financial Statement
1986-87

Revenue

Uniform School Fund	$6,910,700.00
Dedicated Credits	$ 729,768.00
Land Grant Interest	$ 58,560.00
Accounts Receivable	$ 211,126.00
Beginning Non-Lapsing Balance	$ 56,292.00
TOTAL REVENUE	**$7,966,446.00**

Expenditures

Administration:		$ 546,036.00
Personal Services	$ 437,508.00	
Travel	$ 6,999.00	
Current Expenses	$ 89,633.00	
Data Processing	$ 5,192.00	
Capital Outlay	$ 6,704.00	
Resident Care:		$ 750,712.00
Personal Services	$ 690,519.00	
Travel	$ 3,905.00	
Current Expenses	$ 50,718.00	
Capital Outlay	$ 5,570.00	
Instruction:		$5,202,112.00
Personal Services	$4,044,478.00	
Travel	$ 9,259.00	
Current Expenses	$1,113,368.00	
Data Processing	$ 11,737.00	
Capital Outlay	$ 23,270.00	
Buildings and Grounds:		$ 614,183.00
Personal Services	$ 382,302.00	
Current Expenses	$ 225,641.00	
Data Processing	$ 2,240.00	
Outreach:		$ 574,214.00
Personal Services	$ 430,011.00	
Travel	$ 59,085.00	
Current Expenses	$ 76,508.00	
Capital Outlay	$ 8,610.00	

Expenditures:	**$7,688,258.00**
Ending Non-Lapsing Balance: (Monroe Blvd. Sale)	**$ 278,188.00**
Total Expenditures	**$7,966,446.00**
Balance:	**-0-**

Donated Funds:

Received 7/1/86-6/30/87	$ 29,455.53
Expended 7/1/86-6/30/87	$ 20,284.59
Balance:	**$ 9,170.94**

Summary of
Utah Schools for the Deaf and the Blind

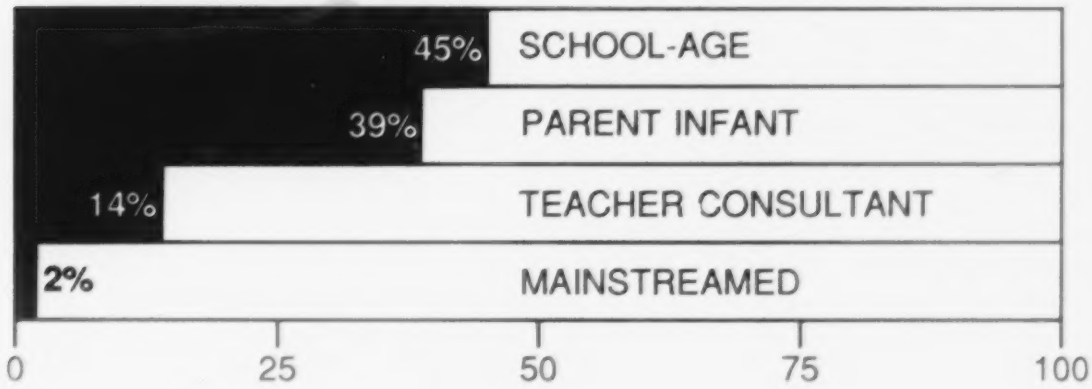
Accomplishments 1986-87

- 422 School-age students served directly.
- 378 Children served through Parent Infant Programs.
- 135 School-age children served through consultation with local school districts.
- 25 Students mainstreamed into public school programs.
- Development of a Master Plan for Services to the Visually Impaired and Hearing Impaired of the State of Utah.

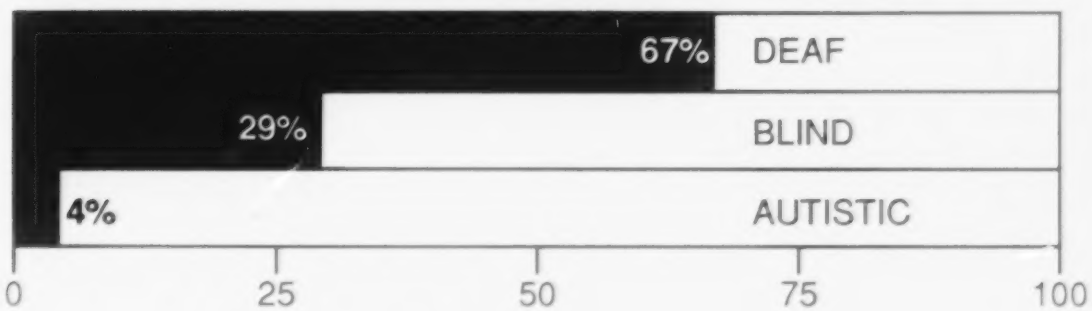
In what proportions were USDB 86-87 funds spent?

Administration	6.7%
Direct Instruction to Students Age 5-21	54.1%
Transportation	15.1%
Buildings and Grounds	7.7%
Residential Dormitory Care	4.2%
Nursing, Audiology, Psychology, etc.	3.4%
Deaf Parent Infant Program	3.2%
Blind Parent Infant Program	3.0%
Teacher-Consultant Program	2.4%

Students Served by Type of Program



Direct Instruction by Type of Handicap



Funding Allocations

How cost-efficient is USDB?

- Although 16 instructional and support positions were eliminated in 86-87, the same approximate number of students were served with sustained program quality.
- The USDB continued to provide all administrative services in 86-87 although 17 per cent of all supervisory personnel, including 20 per cent of its top level management, were eliminated.
- The USDB's per capita costs are a low $9,466 while the average per capita cost of 22 state-operated deaf/blind programs in other states is $34,266; Utah ranks lowest even among the six states which operate their deaf school and blind school as separate institutions.

*Results of COST-EFFECTIVENESS SURVEY, Utah Schools for the Deaf and the Blind Comparison with Similar Programs in the United States.

Utah Schools for the Deaf and the Blind Residential Costs vs Group Home Costs

Costs for Students Living in Dorms on USDB Campus

BLIND	$6,365.00	9 MONTHS
DEAF	$4,512.00	9 MONTHS
AUTISTIC	$8,726.00	9 MONTHS

Costs for Community Centered Group Homes

PROBLEM ANONYMOUS ACTION GROUP	$9,125.00	12 MO.	or	$6,844.00	9 MO.
FAMILY SERVICES	$9,000.00	12 MO.	or	$6,750.00	9 MO.
AUTISTIC	$23,725.00	12 MO.	or	$17,794.00	9 MO.

The costs for family services are for school age children only, and just for board and room. If any additional services are needed and/or provided, the costs would be more per student.

Problem Anonymous Action Group needs at least seven people in the home to break even and family services needs at least eight residents.

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Utah Schools for the Deaf and the Blind
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